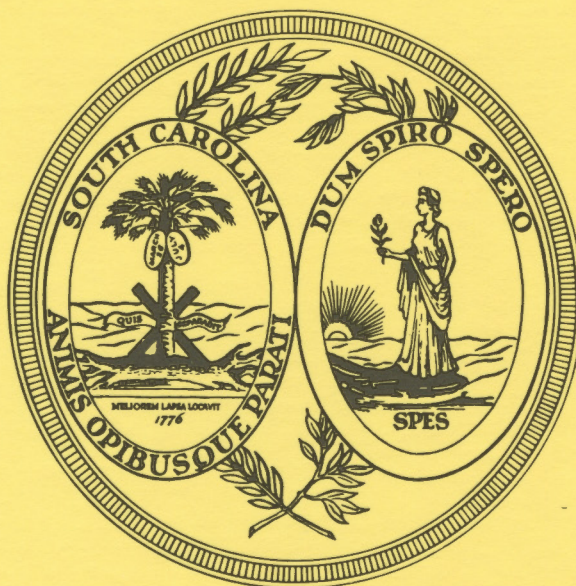


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JOHN DE LA HOWE SCHOOL



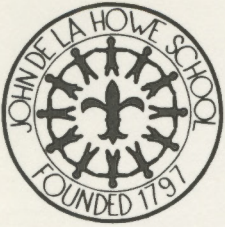
ANNUAL REPORT 1990-1991

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STATE DOCUMENTS



John C. Shiflet, Jr.
Superintendent

State of South Carolina
John de la Howe School

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October 11, 1991

The Honorable Carroll A. Campbell, Jr.
Governor, The State of South Carolina
The State House, 1st Floor, West Wing
Post Office Box 11369
Columbia, South Carolina 29835

Dear Governor Campbell:

As Chairman of the John de la Howe School Board of Trustees, I take great pride in submitting on behalf of all Trustees the 1990-91 Annual Report for John de la Howe School.

As one reads the Annual Reports prepared by this agency, it becomes clear that John de la Howe School has consistently chosen directions which are responsive to the needs of children and families in South Carolina. Existing programs are constantly updated, and new programs created to ensure that proper services are delivered.

The John de la Howe School Board of Trustees has willingly taken the lead in formulating policies which direct the mission of the Agency. Each Board member provided significant contributions to the Agency's success this year.

The entire John de la Howe School family joins me in expressing appreciation to you and the members of the General Assembly for your commendable leadership and support.

Sincerely,

F. E. Grier, Chairman
Board of Trustees
John de la Howe School

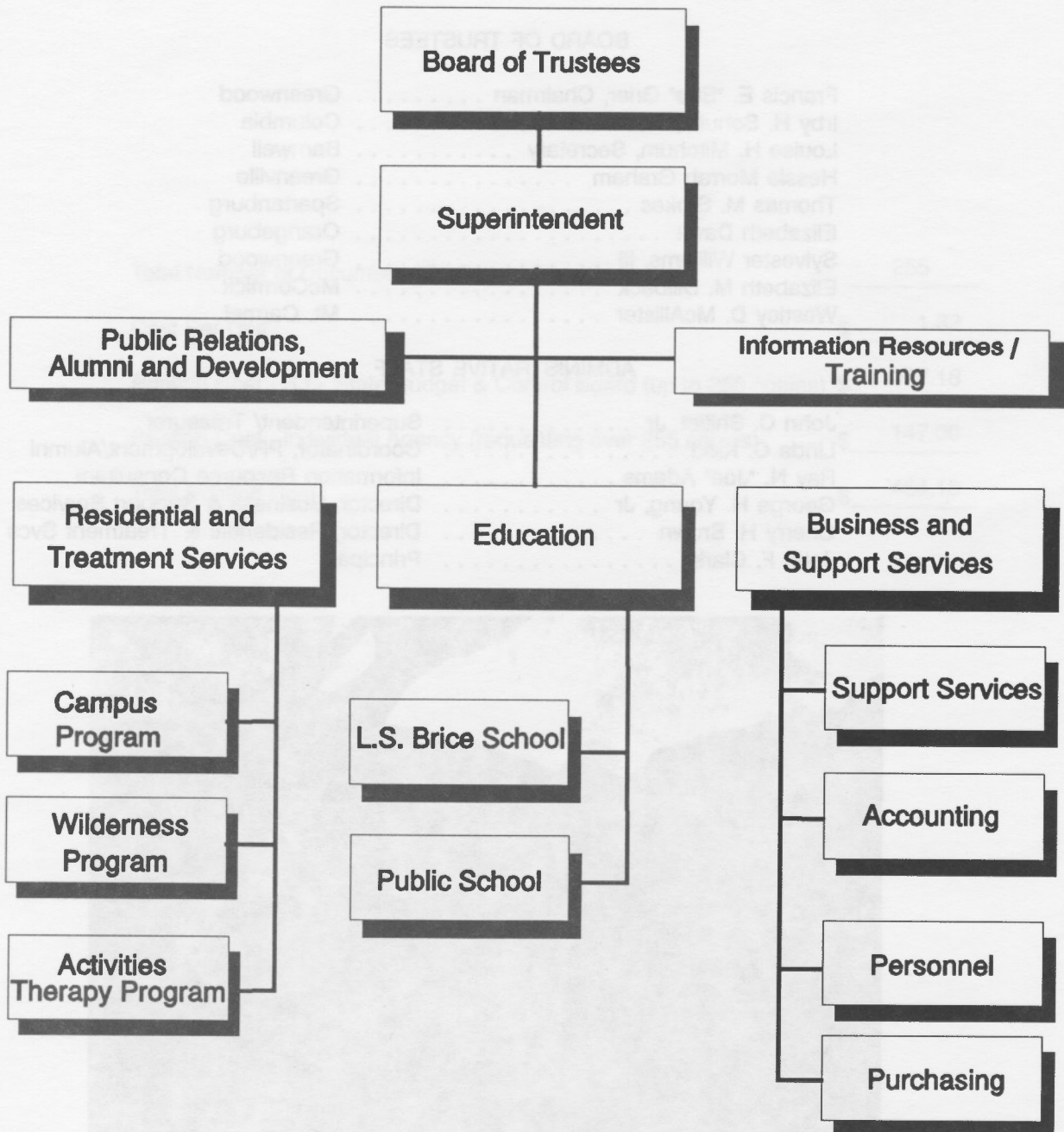
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John de la Howe School

Organizational Chart



STATUTORY AUTHORITY

1976 Code of Law 59-49-10. Establishment of John de la Howe School. There is hereby established under the provisions of this chapter an institution to be known as the John de la Howe School. History: 1962 Code 22-501; 1952 Code 22-501; 1942 Code 5480; 1932 Code 5676; Civ.C. '22-2757; 1918 (30) 803; 1937 (40) 216.

1976 Code of Law 59-5-140.

1976 Code of Law 43-130.

1985 Amendments: Sections 59-49-20, 59-49-60, 59-49-100, 59-49-110, and 59-49-150;
Repeal: Section 59-40-50.

BOARD OF TRUSTEES

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Linda C. Kidd	Coordinator, PR/Development/Alumni
Ray N. "Joe" Adams	Information Resource Consultant
George H. Young, Jr	Director, Business & Support Services
Cherry H. Brown	Director, Residential & Treatment Svcs
John F. Clark	Principal



John de la Howe School Board of Trustees, L-R: Sylvester E. Williams, III, Louise Mitchum, F. E. "Ebe" Grier, Betsy Dillbeck, Elizabeth Davis, Superintendent John Shiflet, Hessie Morrah Graham, Tommy Stokes, Westley McAllister and Irby Schultz

HISTORICAL STATEMENT

John de la Howe School is a group child care agency for school-age children and young people who need placement as a result of some individual, family or community problem. The School was founded in 1797, according to the Will of Dr. John de la Howe, a Frenchman, who settled in New Bordeaux with the French Huguenots in November 1764. The School, originally named the Lethe Agricultural Seminary, was established to care for and educate twelve poor boys and twelve poor girls whose parents had resided in Abbeville County for at least six years. Dr. de la Howe received his idea of a manual training school from the April 1787, issue of "The Columbia Magazine" published in London, England.

John de la Howe School is the oldest State institution in South Carolina and the second oldest in the Carolinas. Recognized as the oldest manual training foundation in America, the School is located eight miles northwest of McCormick on State Highway 81. The de la Howe property consists of 1,216 acres of land - 1,000 of which are to remain in forests. Approximately one hundred and twenty acres of forest surrounding the tomb of Dr. de la Howe was selected by the Society of American Foresters for their Natural Areas Program. The National Park Service also lists this tract as a Registered Natural Landmark. In addition, the area is designated a South Carolina Heritage Trust Site and is recognized by the South Carolina Wildlife and Marine Resources Commission as an outstanding example of a virgin southern piedmont forest which possesses exceptional value in illustrating the natural diversity of South Carolina. John de la Howe School is listed in the "National Register of Historic Places."

Dr. de la Howe specified in his Will that the Agricultural Society of South Carolina carry out the provisions of his Will. After many problems were experienced over the years, the State of South Carolina assumed control in 1918. Children were then accepted for placement from all parts of the State. The School is now in McCormick County, which was formed in 1916 from parts of Abbeville, Greenwood and Edgefield counties.

The School was originally located at the homesite of Dr. de la Howe. It was moved in the 1800's near the vicinity of the present campus entrance and, in 1918, to the current site. In 1918 a large, stone building was constructed to house offices, the school, and sleeping quarters, as well as the kitchen and dining hall. This building, named "de la Howe Hall," was destroyed by fire in November 1937. The present administration building and nine cottages were constructed in 1938 and 1939. Since that time many modern facilities have been added, including three cottages, a chapel, a cafeteria, the school and activities building, and an infirmary.

Presently, children and young people are referred to John de la Howe School by public and private agencies and families, with over one hundred and fifty receiving residential services each year. To meet the needs of those in placement, we have designed a structured program supervised by caring, dedicated staff.

DEPARTMENT REPORTS

ADMINISTRATION

John C. Shiflet, Jr.
Superintendent/Treasurer

The John de la Howe School Board of Trustees is appointed by the Governor, with Senate confirmation. It is the responsibility of the Board to assure the mission of the agency is in keeping with the laws which have been set forth by the General Assembly. The Board of Trustees sets policies and determines program directions resulting in quality services offered to children and families from throughout the State of South Carolina.

During the 1990-91 fiscal year, there were no changes among the membership of the John de la Howe School Board of Trustees. This group of dedicated South Carolinians has met faithfully to guide the policies and programs of John de la Howe School. It is a pleasure to serve with this fine group of professionals.

The Superintendent and Treasurer of John de la Howe School is elected by the Board of Trustees. He is responsible for selecting and supervising the staff, ensuring compliance with Board and State policy, management of all school properties and facilities, and the planning, implementation and supervision of the various programs which are designed to meet the needs of the children and families of South Carolina, who are referred to John de la Howe School for services.

The Administration Department grew by one employee this reporting period. Mr. Ray N. "Joe" Adams was hired as Information Resource Consultant. His duties include the coordination of all staff development and training, as well as the management of our agency computer network. Joe has already made a positive impact upon our program. His talents are a welcome addition to our staff.

Mrs. Linda C. Kidd continues to serve in the areas of Public Relations, Alumni and Development. Assisting Linda Kidd is Mrs. Lil Caudle. We will hear more from this area later in this report.

Continuing to provide indispensable supportive services to the Superintendent is Ms. Melanie Seigler. From an administrative standpoint, this has been a very difficult year; not only at John de la Howe School, but throughout state government. As you know, our State has not been exempt from this nation's economic downturn. As a result, John de la Howe School has endured two significant budget cuts. Though this kind of development is always difficult, it has its bright spots as well. It has caused us to be more resourceful, and closely examine ourselves to make sure that we are operating as effectively and efficiently as possible. For their management skills during this time, I want to commend all of the Department heads from whom you will be hearing throughout the remainder of this report.

The staff of John de la Howe School continues to be our most valuable asset. As you read this document, you will discover that we are involved in exciting programs and activities serving youngsters who can, at times, be very difficult.

On behalf of the John de la Howe School Board of Trustees, and our staff, I would like to take this opportunity to invite you as citizens of South Carolina to visit John de la Howe School. We think you will agree that your tax money is spent meaningfully and wisely.

Public Relations, Alumni and Development

Linda C. Kidd, Coordinator

This was the year to put on "new faces" from a public relations standpoint at John de la Howe School. The publication of two new agency brochures, one for overall programs in October, and one for the Enterprise Market Program in June, increased our ability to promote public awareness of the work we accomplish with our young people of South Carolina. Our move to new office space in February made this department more accessible to staff and visitors alike. New agency letterhead stationery gave our communications with the "outside world" a fresh new look.

And it was the year to establish traditions by continuing new projects from the previous year. Our second (and also our nation's second) National Children's Day was observed on October 15. This year's observance included statewide child care professionals who joined us for a one-day seminar on campus conducted by Dr. Phil E. Quinn, award winning author and child advocate. Law enforcement officers from McCormick County were invited to our campus March 26 for their second Law Enforcement Appreciation Luncheon. The next day, students participated in our second Star Search, a non-competitive talent show. Finally, our second Volunteer Appreciation Day was held April 28.

Media coverage of events and activities of John de la Howe School remains on the incline. The Quarterly Bulletin, the agency's newsletter, continues to be an effective tool in increasing our constituency. Staff awareness of each other and overall agency operations continues to be enhanced by the publication of a bi-weekly communication, the Howe Highs.

The John de la Howe School Alumni Association placed their money where their heart is this year when Project PATH (Proud Alumni That Help) saw to it that all our cottages have microwaves and VCR's--two items now considered "near necessities" in most homes. This organization also donated senior scholarship monies and financial assistance toward publication costs of John de la Howe School's 1990-91 student yearbook.

Four former students attending institutions of higher education who were high school graduates while in placement at John de la Howe received financial assistance this year. This is made possible through the McCann Scholarship Fund established in accordance with the Will of Amelie C. McCann.

This also was a year to continue telling "our story." This story travelled to civic and church groups and organizations in Columbia, Greenville, Abbeville, Greenwood, and McCormick--not to mention the large number of people who visit our campus in person to learn more about John de la Howe School. A variety of opportunities to tour our campus occur each year: civic organization banquets, professional visits from other

child care agencies and development offices, writers, former students and staff, and friends, all provide multiple occasions to recite the history of Dr. de la Howe's legacy.

In conclusion, 1990-91 was also a year to look to the future: the celebration of the 200th birthday of John de la Howe School in 1997. A brainstorming session with our Board of Trustees in April yielded numerous ideas on celebrating this occasion. The most difficult task is deciding the manner of celebrating that honors our rich heritage and the memory of Dr. de la Howe. In any case, the observance of the 200th anniversary of America's oldest manual training foundation will be, to say the least, a very special event.

RESIDENTIAL AND TREATMENT SERVICES

Cherry Houston Brown, Director

Residential and Treatment Services provides a treatment-oriented program of group living for school age children from South Carolina. A variety of emotional, educational, and behavioral issues provide opportunities for the John de la Howe School staff to positively influence the lives of South Carolina's troubled youth. With a capacity of 120 school age children, our campus program offers a structured and therapeutic environment where students develop acceptable methods to handle troubling issues. Children receive counseling from Social Workers (Unit Coordinators), health care from our Registered Nurse, and spiritual guidance through on-campus Chapel programs. Our therapeutic wilderness program is a more intense group living environment where 20 adolescent males work on individual goals and family reunification. The group process is the key element in all programs for developing social skills and behavior modification.

The 1990-91 fiscal year offered our staff numerous exciting and challenging opportunities for growth and professional development. As the needs of the young people we serve continue to increase in complexity, we must develop responsive methods of care. After closely examining the organizational separation of the campus life and work/rec programs, we recognized the need to coordinate the efforts of all direct care staff more effectively. As a result of this evaluation, the Activity Therapy staff formally merged with the campus residential department. The total number of department staff increased to 62. In addition many Youth Counselor, Unit Coordinator, Activity Therapist positions were upgraded to reflect increased responsibilities and duty requirements. Another major milestone was the implementation of the multi-disciplinary treatment team process. Staff representing each level of care, including education, met on a monthly basis to coordinate the goals and objectives of each student. The treatment team also develops individual treatment plans (ITPs) to monitor progress and provide feedback. Our goal is to involve all who work with a child, including parents, case workers, and health professionals in the process of improving the quality of service and care that our young people so desperately deserve.

Campus Program

Lynette M. Smith, Assistant Director

Our cottage renovation program was completed in May of 1991. Palmetto, Nickles, McCormick, and Charleston Cottages were the last of the older cottages to receive major refurbishment. Columbia Cottage was added to the original list due to major fire

and smoke damage in November of 1990. Fortunately, no one was hurt or injured due to the quick thinking and action of our staff and help from local fire departments. All cottage residents were temporarily relocated to other cottages. Central heat and air were also installed in Hester and Hessie Morrah Cottages. Now that things are back to normal, we look forward to nearing full capacity by September 1991.

As part of our efforts to improve our services, several Unit Coordinators visited Clemson University during the month of June and met with representatives of the National Dropout Prevention Center. We obtained valuable information necessary to develop a program for our older adolescents. This program, known as "Life Trac", teaches older students basic independent living skills often taken for granted. The curriculum includes information and exercises in managing money, seeking and securing employment, proper etiquette, looking for an apartment, having utilities turned on once a residence is established, buying a car, enrolling in technical school or college, etc. Most of our children never have an opportunity to learn these skills prior to leaving home. We are confident this program can help young adults become productive members of society.

A special cooperative spirit evolved when the department's supervisory staff and administrative specialists participated in a 3½ day adventure based counseling session (ropes course). Although our staff has exhibited excellent rapport and cooperative skills in the past, the ropes course demonstrated how group support can help individuals achieve more. We also discovered that each person had skills and experiences that could compliment the group's effectiveness, given an opportunity. Our group discussions at the conclusion of each event emphasized the correlation between our ropes course experience and the frustrations young people experience when they encounter mental, physical, or emotional obstacles. Although the ropes course was challenging and enlightening, we solved the problems and enjoyed a sense of accomplishment only when all members of the group participated and worked together.



John de la Howe Staff participate in a "team building" exercise.

During the reporting period, many staff had opportunities to contribute professionally to the local community. Members of our department joined the McCormick County Department of Social Services (DSS), and local organizations and businesses who work with children and families in a Parenting Coordination Committee. At the recommendation of McCormick DSS, nearly two dozen parents attended parenting workshops presented by John de la Howe School staff. Our staff also participated in TOSS (Teens Organized Success System). This program involves businesses and agencies in supportive, guiding relationships with teens in our community to discourage teen pregnancy, school dropout, or other juvenile delinquent behavior.

Our young people were also active in the community: Five students participated in the "Non-Traditional Careers for Women" program at McCormick High School. After an in-depth study of alternative career choices for women, the students practiced filling out job applications and other life skills beneficial to non-traditional careers. Eight students also participated in Teen Institute, a preventive educational program, sponsored by the S. C. Alcohol and Drug Abuse Commission, designed to teach teens about peer pressure and the use of alcohol and other drugs. As in the past, several students received first-hand experience in Junior and Senior high school sports. These activities provided excellent opportunities for personal growth, self-esteem and self-concept improvement, and development of communication and interpersonal skills. The following story, written by one of our 17 year-old students, is indicative of the progress made by many:

Shannon's Story

Through the year or years here at de la Howe, we have been through many changes and have known many people. Some of us accept changes; some do not; and sometimes we lie our way through difficult times to avoid hurt and pain.

Sometimes the pain is so great it causes us to be a totally different person. Though we know de la Howe staff are here to help us, we are too confused and hurt by our home life and peers to open up and relate to others. We choose our friends, how to handle our problems (and how not to), and try to keep a positive attitude and make a good life here. But when we make a negative choice, it not only hurts us, it hurts our home life, also.

How many times has it been stressed to us, don't run away from your problems? There is no place to hide; your problems will always be there until you face up to them and solve them. Sometimes we get tired of rules and want to give up with those three famous words: "I don't care." But we must stop and realize we do care, if not about anything else but ourselves.

We must accept the good and bad of the roads we choose in life. We must set good goals for our lives and be successful. If we haven't learned anything else through the years at de la Howe, we have learned we are important. We must be leaders, not followers. We must be willing to give and receive advice. And we must know that we will always have a friend through the rest of our years.

The following referral and admission statistics summarize the student population changes during the reporting period. These figures are submitted to The Duke Endowment in support of child care throughout both Carolinas:

Children at John de la Howe School, 1990-91

Referrals Received	1044
Applications Received	348
Total Admitted	103
Under Care July 1, 1990	111
Total Served	214
Discharged	127
Under Care June 30, 1991	87

E.F. Gettys Infirmary

Mary Stackhouse, R.N.

This has been an exciting and busy year for the infirmary staff. All students placed at John de la Howe School receive admission physicals on their day of arrival. This allows the staff to develop health histories for each student and identify pre-existing medical problems and situations that may need monitoring. Two Infirmary staff members and the Assistant Director of Wilderness Program were certified as American Red Cross CPR and First Aid Instructors. Fifteen staff members have since received certification and training in CPR and First Aid. We also attended workshops designed to help medical staff deal more effectively with the health and emotional needs of the special children at John de la Howe School. Some of the seminar topics included communications, discipline, AIDS and other sexually transmitted diseases, and general school nurse practices.

In seeking ways to increase health services to staff and students, we coordinated various events with local and state agencies. A local gynecologist spoke to some of our teenage girls about their bodies and personal health; and, through the assistance of Carolina HealthStyles, a diagnostic mobile van visited the campus to offer mammograms to employees and their spouses. In working to maintain current health practices and protocols, we served with PATCH (Planned Approach To Community Health), a community group organized to promote good health in McCormick County. Our infirmary staff meet all health issues head-on to help keep the young people we serve, as well as the John de la Howe School staff, safe and healthy.

Activities Therapy Program

Don Ross, Coordinator

This year was a time for maturation for the Activities Therapy Program. Many student projects are in the third year and beginning to produce not only more tangible goods but greater emotional rewards. The therapeutic aspect of our program is emphasized as part of a therapeutic milieu involving all departments at John de la Howe School. We work on the premise that any activity and all interactions can be therapeutically

structured. Activities Therapists have a special relationship with the students in that they are seen as someone with whom to relax and have fun. This environment often allows our staff to develop close relationships and provides frequent opportunities for effective counseling.

Staff training this year focused on alcohol and drug abuse, discipline techniques, increasing self-esteem, group processing, and adventure based counseling. These subject areas are necessary for our staff to meet the increasingly complex needs of the children we serve.

Recreational programs are used as a means of teaching physical and social skills, improving self-esteem, and providing an outlet for emotions. Students participate in a wide variety of activities ranging from traditional sports such as basketball, softball, swimming, and volleyball to adventure based activities like whitewater rafting, canoeing, and ropes course. We've also concentrated on expanding the opportunities to experience adventure based counseling (ropes course).

The ropes course uses an increasingly more difficult series of challenges that are designed to both frustrate and exhilarate the participants. The frustration identifies poor social skills and brings them out into the open so that they can be dealt with through group processing. The exhilaration is experienced when a student learns new ways of interacting and discovers that when he or she cooperates with the group there can be success against what seems to be impossible odds.



John de la Howe staff and the boys from Savannah Cottage attempt an initiative problem, "Group Stand Up," as a preliminary step to the high elements of the ropes course. Ropes course participants must successfully complete initiative challenges and low element obstacles before attempting the high elements.

The following quotes from students participating in the ropes course indicate the value of the experience:

I thought it was impossible. We kept falling off. Everyone was mad. No one would listen to anyone. Finally, we started cooperating and really trying. Then it was easy.

Timmy, fifteen years old, after a frustrating two and one-half hour attempt on the swinging log.

I closed my eyes and just trusted them to catch me. I never had to trust so much.

Sarah, fourteen years old, after letting her group catch her as she fell backwards from the five feet high trust fall platform.

The reason we can climb onto the high elements is because we trust the group not to let us get hurt.

Chad, seventeen years old, after completing two high elements.

I never thought I could do it. My knees were shaking and it was much higher than it looked from the ground.

Jason, fourteen years old, about his personal challenge to complete the "cat walk" suspended thirty-five feet in the treetops.

I know I can! I know I can! I know I can! I know I can....

Chant sung by Charleston Cottage (girls, ages 7-12) to psych themselves while doing particularly hard elements of the ropes course.

Looking good! You can do it! Keep going! One more step and you are there! You make it look easy! Go for it! That's it!

Encouragements shouted by the group on the ground as one of their members attempts the "Two Line Bridge" forty feet overhead.

Work activities at John de la Howe School are not looked upon by the students as drudgery but as pleasurable and rewarding experiences. For example, the heavy rains this spring and summer kept our student lawn maintenance crews very busy. Many students volunteered to work extra hours in order to get the job done. Our students see themselves as vital members of the entire campus operation and, in fact, are truly indispensable.

The students are very proud of the landscaping accomplished this year. Plants were propagated in our greenhouse or grown from liners in our container nursery or field nursery. Several cottages and the school building have been beautified through these efforts. The greenhouse work group and the voluntary Horticulture Club have produced an abundance of flowers and foliage plants. Our greenhouse is filled with over five thousand plants of thirty-three different varieties. One thousand new liners were added to our container nursery. Plants were selected based on the projected need for campus landscaping. The orchard saw the addition of plums, grapes and apples this year. The

vegetable garden continued to produce an abundance of corn, tomatoes, squash, eggplants, turnip greens, collard greens, okra, etc. These were harvested by the students and used at the Campus and Wilderness cafeterias.

Through our cooperative agreement with Clemson University, a new catfish pond was built, and a floating cage was stocked with four thousand fingerlings. One thousand fingerlings were harvested from the old swimming pool as a high intensity aquaculture experiment. These fish were also served in the school's cafeterias.

John de la Howe School students also interact with and care for farm animals. This year we were fortunate to have our new Agriculture teacher begin a calf showing project. The Agriculture teacher has also added the tending of eighteen goats as a student project. Our equestrian project provides opportunities for students to train in a full-size riding rink before venturing on trail rides through the John de la Howe School forests.

In a cooperative effort with the U.S Forest Service, a student work crew from John de la Howe School helped create and improve fish habitat in the Long Cane Creek and Little River areas of Thurmond Lake. The Forest Service personnel selected and cut suitable trees to fall in the lake where the students attached cables to prevent the trees from floating away. This unusual event proved to be a unique educational opportunity for the students.

During the 1990-91 school year, Tim Wines, an Activities Therapist, was one of two staff members selected by students and staff as "Staff of the Year." He is in charge of the ropes course, orchard, and Christmas tree farm. He is also the girls' basketball coach and a whitewater rafting guide. We are proud to have Tim as a member of our staff.

Wilderness Program

Thomas R. Love, Assistant Director

The past twelve (12) months within the Wilderness Program were marked with change and fine tuning. Although the population in the past year remained at twenty (20) campers, services to our campers were refined and improved.

A major revision designed to benefit campers who successfully complete the program was the development of a Post Placement Contract. This agreement supports the level of growth attained and helps the graduating camper's return to their home, school, and community. Specific goals for the graduate, parents, and family as a whole are addressed. Alternative counseling resources for the graduate and his family are also identified.

The Regional Resource Development Institute (RRDI) of Clemson University through a cooperative agreement with John de la Howe School developed a program evaluation process for the Wilderness Program. This effort is designed to identify areas requiring change or special attention through evaluations of the campers. In the fall of 1990, Mr. Rich Mintzer, a Parks, Recreation, and Tourism Management (PRTM) graduate student, began work on this evaluation program. So that Mr. Mintzer would have an understanding of how the Wilderness Program operated, he spent alternating weekends living with the campers in their campsite. Early this past spring, Mr. Mintzer and Dr.

Fran McQuire, a Clemson University professor with PRTM, began designing the evaluation process. In May of this year, program evaluation began. After approximately 9 to 12 months of gathering and analyzing data, some quantifiable results should be available.

There were many key staff changes within the Wilderness Program this past fiscal year. Ms. Tina M. Gilbert became the Groupwork Supervisor for the Cherokee group in August and has made her presence known in a diligent manner. Ms. Sharon Howell joined the Wilderness Program in September after the former teacher resigned to pursue a graduate degree. After the Creek group's Groupwork Supervisor resigned to attend graduate school and with the realization that funding for an additional two groups would not be available for the 1991-92 fiscal year, Ms. Gilbert assumed the position of Groupwork Supervisor for both groups.



Cherokee campers at work renovating their campsite.

The Cherokee group worked hard to renovate their campsite. The campers designed and constructed five (5) new structures and rerouted the main trail to their campsite as well as other trails within the campsite. The group planned and completed many off-campus trips. The trips ranged from a one-day excursion to Columbia to visit the Riverbanks Zoo to an overnight backpacking trip to White Water Falls in Oconee County.



Creek group in a "huddle-up" (group meeting) in their new campsite.

Early this spring, the Creek group moved into their new campsite which they planned, designed, and constructed together. Eight structures are complete, and plans call for three additional structures to be designed and built. As with the Cherokee group, the Creek planned and completed numerous off-campus trips. Their major trips included a canoeing trip on Lake Thurmond and an overnight hiking trip to the Chattooga Ridge Trail in the northwest corner of South Carolina.

In April, Mike Paget, President of the South Carolina Youth Worker's Association (SCYWA), asked Ms. Gilbert to write an article about our Wilderness Program. This article was published in the SCYWA spring newsletter and Ms. Gilbert was asked to present at the SCYWA Annual Winter Conference in Columbia, South Carolina.

Ms. Howell was awarded a grant to attend a week long training program sponsored by the School for Alcohol and Drug Studies at Clemson University. Ms. Howell returned to share valuable information on prevention, addiction, and recovery with the rest of our staff.

When Mr. Rod Simpson, the Teacher's Assistant, was asked what he enjoyed the most about working at the Wilderness Program he answered by presenting this poem written for him by a camper:

*There's a man that I know
Who's heart is as tender as fresh fallen snow
He will go out at any time
to find out if you are fine.*

*He's caring, he's sharing
He understands
and sometimes he's not just a man.*

*I know his work is not a fraud
and sometimes his caring is like a god
I guess that's why they all call him Chief Rod.
Because he's the only one
I'll ever know
who'll always shine like glistening gold.*

*And as I've seen so
many times
he always makes me
feel just fine.*

At the conclusion of the Wilderness Program's fourth year, we find ourselves continuing to attempt to provide South Carolina's youth-at-risk with the most therapeutic program possible. To help meet a growing need for our services, we have requested funds to add a third and fourth group during the 1992-1993 fiscal year. With these additional groups the capacity of the program would increase to forty (40) campers.

EDUCATION

John F. Clark, Principal

The L. S. Brice School, located on the campus of John de la Howe School, consists of a faculty and staff of 27 employees. This includes the Principal, a Guidance Counselor, a Media Specialist, 18 certified teachers, an Administrative Support Specialist, 4 Teacher Assistants, and a Custodian. During the 1990-91 school year, the school had an average daily attendance of 90 students in grades 1-10. Five students in grades 11-12 attended McCormick High School. Our student population was low this year because of cottage renovations and fire damage to one of our cottages.

During the 1990-91 school year, the L.S Brice School implemented a new curriculum. For the past several years, we had not offered classes in the vocational area. During the school year, all of our seventh and eighth grade students were exposed to career opportunities through a career education class offered through our Vocational Department. We also offered pre-vocational classes to our ninth and tenth grade students in which they were exposed to a variety of vocational and agricultural experiences through work experience on the campus and traditional classroom lectures.

The 1990-91 school year was the third year the tenth grade had been taught on campus, and it was also the third year that the Exit Exam was administered on campus. We were extremely proud of our English Department for having 100 percent of our tenth grade students meet the standard on the writing portion of the Exit Exam.

The table below indicates the percentage of students meeting the standard on the BSAP/Exit Exam.

Grade	Reading	Math	Writing
6	50.0	50.0	66.6
8	70.6	47.1	70.6
10	63.6	54.5	100.0

The table below indicates the percentage of students who scored at or above the 50th National Percentile on the Stanford 8.

Grade	Reading	Math	Language	3R,s Total	Science
4*	0	0	0	0	0
5*	13	0	0	11	0
7	50	11	28	11	35
9	43	23	30	33	30

* There were no fourth graders and only eight fifth graders tested.

As a residential and treatment facility where our major objective is to successfully graduate students from our program and return them to their families, schools, and communities, we feel that it is extremely important for our students to receive the same quality academic instruction available while they were attending their home school. Therefore, we chose to be involved in the State-wide testing program to ensure proper placement for these students during their stay at John de la Howe School, as well as upon their return to their home schools.

The majority of the students who attend our School are considered "at-risk" of not graduating. One of the major risk factors we see in our students is that they are performing about 2 years below grade-level in most cases. Our test scores are not high; but we feel that we offer all of our students an opportunity to remain in school, as well as the opportunity to find success in an educational setting.

During the Spring of 1991, our staff applied for and received a \$5,000 grant from the State Department of Education for an HIV/AIDS education project. A portion of the funds was used for a contract course to train our teachers about the prevention and the spread of the HIV/AIDS virus. We contracted with Lander College to provide the training. The remaining funds were used to obtain teaching aides such as audio-visual materials, books, and posters. We will begin implementation of the project for the students in the fall of 1991.

Throughout the school year the students were involved in a variety of outside or extracurricular activities. These activities include boys' and girls' basketball and softball, soccer, field trips, art and writing contests, and dances in an effort to give the students a well-rounded education.

Students were recognized for outstanding performance in academics and citizenship throughout the year with positive reinforcers such as honor roll and special parties or trips. Our students also received special recognition for their achievements and accomplishments in individual classes during the School's Honors Day Program. In an effort to emphasize academic excellence, the three students in each grade with the highest academic averages were awarded medals during our Honors Night Program for their accomplishments. Ms. Amy Weichmann, a Remedial Math Teacher, was recognized for her outstanding efforts when selected as "Staff of the Year" by students and other staff members. We are proud to have Ms. Weichmann on the School's staff.

Mr. Donald D. Satterfield retired on June 30, 1991, after twenty-five (25) years of dedicated service. Mr. Satterfield served during his tenure as the Physical Education teacher and Director of Activities. We wish Don the best during his retirement. He will be truly missed in our Department.

BUSINESS AND SUPPORT SERVICES

George H. Young, Jr., Director

The Department consists of 4 Divisions; each Division having a Coordinator that reports to the Director. The Divisions are Accounting, Personnel, Purchasing and Support Services. Support Services consists of buildings and grounds, timberland management, motor vehicle management, laundry/supply, and dietary. Additionally, Mrs. Linda H. Hodges provides administrative support services to the department and the department director.

This reporting period offered many challenges as we tried to provide basic needs during a time of uncertain economic growth and diminishing resources. The budget reduction and hiring and purchasing freezes challenged our ability to provide quality child care for our students. Each member of this department did an outstanding job using the resources available to fulfill our mission requirements. A brief financial statement of our operating account follows this report.

Accounting Division

Veronica H. Lagroon, Coordinator

With over 100 employees and a 3.9 million dollar budget, this Agency is considered a small to medium size State agency. This Division consists of the Coordinator (an Accountant) and 2 Accounting Clerks, Ms. Pat Searles and Ms. Shanna Hall. We are responsible for all the fiscal needs of the Agency, including all accounting and bookkeeping functions. We work with the Comptroller General's Office, State Treasurer's Office, and State Auditor's Office to ensure proper financial guidelines are followed, as well as, implementing the rules and policies of the State Insurance Program, State Personnel Program, State Retirement Program, and other employee benefit programs.

Revenue to the agency is received from many sources, including State appropriations, federal funds (ESE, LSCA, and USDA), restricted funds (EIA), trust accounts, and The Duke Endowment. Additionally, children in placement received funds from an allowance program, Social Security, the Veteran's Administration, families, individual donations, and charitable contributors. Use of the BARS accounting system (a system written by the State Comptroller General's Office and maintained by USC Computer Services) which ties into the STARS system of the Comptroller General's Office through our computer system has greatly increased our accounting efficiency. The agency books are audited each year by representatives of the State Auditor's Office.

As referred to above, John de la Howe School receives federal, restricted, and earmarked funds. These funds play a significant role in providing additional and much needed services to the children in placement at John de la Howe School.

During fiscal year 1990-91, Federal funds were received by the agency through Chapter I and Chapter II of the Education Consolidation Improvement Act (ECIA); the US Department of Agriculture (USDA) and the SC State Library (LSCA). The Chapter I and Chapter II budget totaled \$55,671. These funds provided compensatory educational programs to our most disadvantaged students in grades 4 through 10 in the form of remedial reading and remedial math. Project funds paid 75% of the salaries of one remedial reading teacher and one remedial math teacher, as well as classroom supplies for students. The ECIA programs have been a valuable part of the total program. Through the use of these funds, our most disadvantaged students have not only overcome many academic handicaps in reading and math, but have also shown great improvements in social adjustment and self-concept.

The Agency participated in the USDA National School Lunch and Breakfast Program and received \$75,400 in funds from the US Department of Agriculture. These funds are reimbursed based on a monthly report compiled from data supplied by counselors, dietitians, and teachers. We also received a Book Collection Improvement grant from the SC State Library for \$1,500 to add books and other resources to the school library.

We are very grateful for our various contributors, such as, The Duke Endowment, individuals, charities, and trust accounts whose funds provide clothing and activities for students who do not have any financial support.

Personnel Division

Mary H. Cartledge, Personnel Specialist

The Personnel Division handles all personnel matters in the implementation of State policies, regulations and benefits. This Division works closely with all departments in payroll, benefits interpretation, worker's compensation, employee leave time, and job classification. The Personnel Division takes on added significance as the agency grows and expands. Nationwide staff recruitment for certain positions is handled through this Division. Ms. Janice Lyons, Administrative Support Specialist, ably assists with this Division's mission.

Purchasing Division

Dorothy B. Winn, Purchasing Agent

As John de la Howe School's programs, budget and needs for goods and services have expanded, the need for a full-time purchasing division became apparent. This division receives training from the State Procurement Division regarding State purchasing laws and regulations and utilizes information from the National Institute of Governmental Purchasing (NGIP) in preparation for national certification. The agency is a member of the SC Association of Governmental Purchasing Officials which offers seminars quarterly as well as the NGIP. Because of our location in a rural setting, as well as the nature of our program, purchase of a variety of goods and services is required.

Support Services Division

Bill C. Stirling, Coordinator

The Coordinator for the Support Services Division supervises and coordinates the activities of the physical plant and Maintenance Department (supervised by John F. Myers), the Dave L. Hayes Cafeteria (supervised by Mary Eddie Lindley, Dietitian), the Motor Vehicle Operations Area (supervised by Ronnie Morton), the Laundry/Supply Area (supervised by Ann Morrah), and the Receptionist/Switchboard Operator (Deborah Deason); writes specifications for maintenance/construction needs; and schedules maintenance staff hours.



Mr. John Myers receives a gold watch from the John de la Howe School Staff upon retirement. L-R: Bill Stirling, Support Services Coordinator; John Myers; John Shifflet, Superintendent; George Young, Director.

Under the supervision of Mr. Myers, our physical facilities are impeccably maintained by Harold McConnell, Gary Gable, Amos Hardy and E. L. "Pete" Young. During the reporting period, Mr. John "Junior" Myers retired after 21 years of dedicated service to John de la Howe School. Mr. Myers' calm demeanor, good sense of humor and campus knowledge in the maintenance department will surely be missed.

The physical plant of John de la Howe School consists of over fifty buildings and is situated on 1,216 acres of land. Our rural setting requires a variety of services. The primary responsibilities of this division consist of the maintenance of all campus buildings, water lines, the electrical system, furnaces, heat pumps and all other HVAC equipment, and campus fire protection equipment including a firetruck and fire alarm systems. In addition, once connected to the McCormick County sewer treatment system, maintenance of the campus sewer lines became a responsibility.

The Agency operates a central Cafeteria on Campus which provides two meals each week day, Saturday lunch, and Sunday dinner, twelve months a year to all children. The Cafeteria serves as a worksite for several students in the Activities Therapy work program. All cottages are self-contained with the children and staff preparing and eating all breakfasts and Saturday and Sunday suppers in their cottages. Young people in our care learn to cook and serve meals, to care for and clean equipment, as well as ordering food and planning menus. The Cafeteria prepares meals for special occasions, including banquets, picnics, parties, etc., which enhances the students' experience in the preparation of food and facilities for various social situations.

The Dietitian, assisted by Mrs. Hattie Calhoun, Mrs. Lynn Wideman, Mrs. Gertrude Murray, Mrs. Ethel Gray, and the children assigned to this area, prepare all food for cooking and serving. Cafeteria Staff and children work long hours canning, freezing, and preserving fruits and vegetables from the Campus garden for use during the winter months. Additionally, the Cafeteria Staff is responsible for preparing food orders for distribution to the cottages and wilderness program. The Dietitian is responsible for ordering all food purchases and the dietary services for both programs.



George Young (L) and Bill Stirling (R) present Mrs. Mary L. Belcher with a gift from the staff.

Mrs. Mary L. Belcher retired at the end of the school year. She became a mainstay during her 19 years in the Campus Cafeteria. Her smiling face, her loving and caring manner with the children will be remembered by all who visited the Cafeteria.

John de la Howe School participates in the U.S. Department of Agriculture's National School Lunch and Breakfast Program. A monthly reimbursement for meals served in our food service program is received from the USDA. By participating in these programs through the USDA, the dietary staff is required to receive training in food services. Maintenance of various records and reports is required. This adds an important, additional dimension to the training the children receive in that they are taught the necessity of providing balanced, nutritional meals.

The motor vehicle fleet of the agency has also expanded with the growth and expansion of the program. Four Activity Therapy Program trucks, three cars, two vans, and four Support Services trucks, along with various farm equipment, compose this fleet. Due to this expansion, a motor vehicle management facility was established and certified through the State Department of Motor Vehicle Management (DMVM). The facility houses the farm equipment and serves as a motor vehicle maintenance shop. With assistance and guidance from the DMVM, our facility followed appropriate procedures and guidelines set forth by the State and receives yearly reviews conducted by DMVM.

The Laundry Area serves both the Campus and Wilderness Programs. Services include laundering students' clothes, bed linens, bedspreads and blankets, tablecloths, napkins, etc.

The Supply Area serves the Campus by issuing all supplies, such as cleaning supplies, as requisitioned by Cottages, the Cafeteria, Infirmary, and Wilderness. Additionally students, through their Youth Counselors, may request clothing and personal hygiene items from the supply room. Inventory records of all items are kept by the Supply Room Supervisor.

The Laundry and Supply Area has one supervisor and receives additional assistance through a part-time position held by Ms. Charlie Cade. Students, through the Activities Therapy Program, are assigned to the Laundry as well as the Supply Areas. Work assignments provide students knowledge and experience in proper cleaning and upkeep methods.

JOHN DE LA HOWE SCHOOL

Financial Statement

1990-91

I.	Administration	Personal Services	\$ 115,451
		Other Operating Expenses	3,600
II.	Education	Personal Services	773,808
		Other Operating Expenses	99,827
III.	Children's Services	Personal Services	1,007,376
		Other Operating Expenses	145,976
IV.	Business and Support Services	Personal Services	415,994
		Other Operating Expenses	569,701
V.	State Employer Contributions	Personal Services	<u>584,756</u>
TOTAL EXPENDITURES			\$3,716,489

Total Number of Documents Printed	<u>255</u>
Cost Per Unit	<u>\$ 1.82</u>
Printing Cost - S.C. State Budget & Control Board (up to 255 copies)	<u>\$ 317.18</u>
Printing Cost - Individual Agency (requesting over 255 copies)	<u>\$ 147.00</u>
Total Printing Cost	<u>\$ 464.18</u>

